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ABSTRACT

This report from the Asia-Pacific World Heritage Youth Forum (sponsored by UNESCO) describes the main features and events of the meeting in Beijing from September 15-27, 1997, shedding light on the concept of world heritage and world heritage education, and presenting the students' and teachers' proposals for future action. The report seeks to encourage world heritage education in Asia and the Pacific, all according to the suggestions given by the 86 students and teachers from 20 countries who came to the Beijing Forum. Following the introductory material, the report is divided into the following sections: (1) "The Concept of World Heritage"; (2) "Intercultural Learning" (three student activities); (3) "Experiences of World Heritage Sites" (four student activities); (4) "From Beijing to the Future"; (5) "How To..." (find out more about world heritage); (6) "National Commissions for UNESCO in Asia and the Pacific"; (7) "List of Participants"; and (8) "How To...(Join the Asia-Pacific Network)." (BT)

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voices from the opening

"The young people make the future of the world. In the coming 21st century, you are the pillar of the society and will shoulder the responsibility to build a new world with well preserved common heritage of humankind."
Mr Tao Xiping, Chairperson of the Chinese National Federation of UNESCO Clubs and Associations and Vice-Chairperson of the Standing Committee of Beijing Municipal People's Congress

"World Heritage Education will help raise young people's awareness of the problems endangering our cultural and natural heritage. World Heritage Education will also serve as an instrument for promoting the mutual understanding and friendly exchanges between young people from all parts of the world."
Ms Zhu Xiaoyu, Deputy Secretary-General of the Chinese National Commission for UNESCO

"Heritage is the memory of the future, but without the involvement and actions of our youth, heritage will have no future. Contributing to the work and enthusiasm of teachers and students is, therefore, a necessity and a priority. NORAD is proud and honoured to be associated in the work of UNESCO in protecting and preserving the World Heritage, and especially in the *Young People's World Heritage Education Project*, which we have supported significantly - the Bergen Global Youth Forum, the Victoria Falls Regional Youth Forum and now Beijing.

"China has a long history and a vast territory with extraordinary cultural and natural heritage. We know that the Beijing Forum will provide the participants with unique and enchanting experiences by bringing you to some of these treasures. Furthermore, we are confident that the many Forum encounters will give you unforgettable memories, useful information and inspiration for years to come. NORAD wishes you the best of luck in your work."
Message from the Norwegian Agency for Development Cooperation, NORAD, conveyed by Ms Ingunn Kvisterøy, Deputy Secretary-General of the Norwegian National Commission for UNESCO

"I hope that this Forum will provide you with better understanding and intimate feeling as to *why* heritage is precious to us and *why* it is important to preserve it for future generations."
Mr Noboru Noguchi, Director of UNESCO Beijing Office

"It was brilliant, it was spectacular, it was superb; it was the opening ceremony of the first Asia-Pacific World Heritage Youth Forum! Anyone travelling along the Beijing road at about 8.30 this morning would not have missed the 2 buses crammed with a lot of colourful people. At first sight it might look like a travelling circus troupe, but on a closer look one might notice that it was a group of children wearing fancy costumes. Well, actually it was the participants of the Forum colourfully clad in their national dresses, heading to the No 26 Middle School in Beijing for the opening ceremony. We were greeted there by the UNESCO officials and the students of the school. After many welcoming addresses, we were entertained by a spectacular group of students in Beijing. The entertainment included traditional songs and musical items. There were many Chinese cultural dances as well, but we were all surprised and delighted at one very modern dance as well. Through that we were able to understand that China is moving into the 21st century, and while undergoing modernization, it was also restoring and preserving its historical cultural values."
Patrimonito's Logbook

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The **Chinese National Federation of UNESCO Clubs and Associations** which facilitated the overall implementation of the impressive Forum programme, including many visits and excursions. Special recognition to Mr Tao Xiping, its Chairperson and Vice-Chairperson of the Standing Committee of Beijing Municipal People's Congress, for his much valued guidance and inspiration; to Ms Xie Ping, Vice-Chairperson, for her much appreciated advice and to all of the members of the Federation for their valuable contributions.

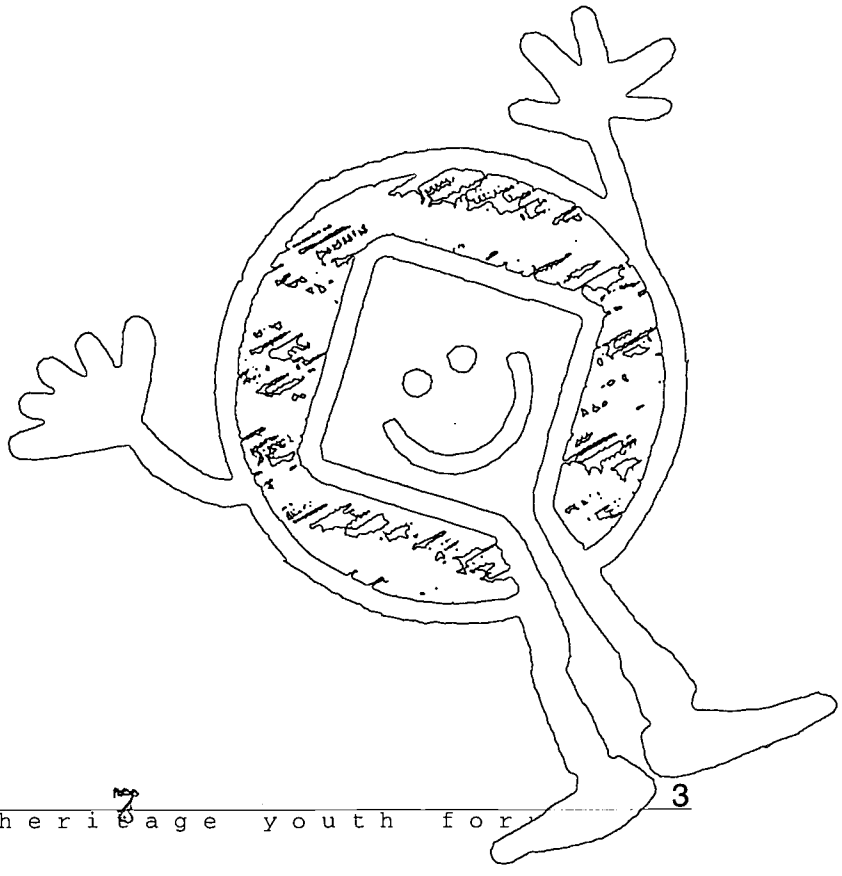
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The very kind and hospitable **Chinese students and teachers** who came from various provinces throughout the country and who enabled the participants to learn more about China's culture and its way of life.

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IntroDuctioN

The *Young People's World Heritage Education Project* gives youth a chance to voice their concerns and to become involved. This worldwide project was launched in 1994 by the United Nations Educational, Scientific and Cultural Organization (UNESCO) to raise awareness among students and teachers about World Heritage conservation and the responsibility each of us – regardless of age and nationality – has to cherish and preserve our common cultural and natural heritage.

Imagine the dynamic energy created when almost 100 students and teachers from 20 countries throughout Asia and the Pacific – stretching from Kazakstan in the northwest to New Zealand in the southeast – met to share their experiences and ideas on World Heritage. That is what happened at the Asia-Pacific World Heritage Youth Forum in Beijing, China from 15 to 21 September 1997. A UNESCO World Heritage Youth Forum, which is a key feature of the entire project, serves as a catalyst and sparks inspiration to further develop and refine World Heritage Education. It empowers young people through their encounters with decision-makers.

For the students, it is a chance to meet people from other countries, learn about their cultural and natural heritage, discuss common concerns and discover new roles for themselves in heritage conservation.

For the teachers, it is a chance to debate teaching methods, contribute to the World Heritage Educational Resource Kit and develop contacts and resources towards a World Heritage Education information network.

Through the Asia-Pacific World Heritage Youth Forum, UNESCO launched the *Young People's World Heritage Education Project* in Asia and the Pacific. The very first World Heritage Youth Forum took place in Bergen, Norway (1995) with 100 participants from 30 countries worldwide. As the Project has grown, Regional Fora have also been organized in **Dubrovnik, Croatia** and **Victoria Falls, Zimbabwe (1996)** and more will follow in 1998-99.

This is the report from the Asia-Pacific World Heritage Youth Forum, describing its main features and events, shedding some light on the concept of World Heritage and World Heritage Education, and presenting the students' and teachers' proposals for future action.

if you are an **educator**, you will find **inspiration** to teach about **World Heritage.**

if you are a **student**, you will discover ways to take part in saving the world's cultural and **natural heritage**.

if you are a **site manager**, you will find a whole range of proposals on how to present a site for visitors and how to make the visit even more **memorable** for them.

This report seeks to encourage World Heritage Education in Asia and the Pacific – all according to the suggestions given by the 86 students and teachers from 20 countries who came to the Beijing Forum.

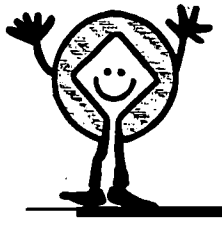
Richard A. Engelhardt

Richard Engelhardt
Regional Advisor for Culture in Asia and the Pacific
UNESCO

the concept of world heritage

The concept of the UNESCO World Heritage Convention and the World Heritage Education Project was introduced by Ms Ingunn Kvisterøy, Deputy Secretary-General of the Norwegian National Commission for UNESCO; Ms Elizabeth Khawajkie, International Co-ordinator of the UNESCO Associated Schools Project; Mr Mali Voi, UNESCO Sub-Regional Advisor for Culture in the Pacific and Ms Maria Perers, Associate Expert in the Office of the UNESCO Regional Advisor for Culture in Asia and the Pacific.

"At the Children's Palace, listening to the speeches made by Miss Elizabeth, Miss Maria and Miss Ingunn made me really realize the gravity of the situation faced by our world today. All these wonderful sites of outstanding universal value[1] have been preserved for us so far and someone has to preserve them for the future. If we were to wait for someone else to do it, it won't be done by anyone. Therefore the 'someone' is us – the children of the future. It was made clear that attending the Forum and listening to discussions were not enough, but that action must be taken. And I also came to the drastic realization that coming to Beijing was just the first step that is to be done by us: Patrimonitos. Carrying the message of the importance of World Heritage to our own countries and making sure that something is actually done is our duty.
"Finally, I also came to the conclusion that knowledge about the World Heritage was very much needed, but it made me feel a little bit better knowing that I was also part of this huge force to fulfil this need."
Nilakshi Parndigamage, Sri Lanka, Patrimonito's Logbook [2]



Patrimonito, a young heritage helper and symbol of the Project, was designed by a group of Spanish-speaking students at the first World Heritage Youth Forum in Bergen, Norway 1995.

the world heritage Convention

The idea of international responsibility and co-operation to safeguard heritage was catalyzed by events in Egypt in the late 1950s when the Nubian monuments of Abu Simbel were threatened to be drowned by the construction of the Aswan High Dam. There was an international outcry at this threatened loss of a universally-recognized heritage treasure. The Egyptian and Sudanese Governments asked for help to find a solution. The world responded and took action through UNESCO. Top international experts gathered in Egypt. In an unprecedented engineering feat, the enormous monument was cut from its mountain, taken apart, moved to a safe place and meticulously rebuilt.

[1] 'Outstanding universal value' is the phrase used officially in the text of the World Heritage Convention to describe the defining characteristic of a World Heritage site

[2] Each student group kept a Patrimonito's Logbook to record their views and work during the Forum

The emergency rescue of Abu Simbel was a success, and people are still able to visit one of the wonders of the Egyptian civilization. The campaign showed that there are sites in the world that are of such **outstanding universal value** that they are the concern of peoples far beyond the territory in which the site is located. Abu Simbel demonstrated vividly how important it is that countries share responsibility and show solidarity in heritage conservation. It set a precedent for future international co-operation to preserve our common heritage.

Abu Simbel, however, is not a unique case. Our heritage is continuously threatened.
Acid rain is slowly eating away the Taj Mahal. The Florida Everglades are drying up because the city of Miami is thirsty. The crush of visitors and the exhausts from tourist buses have despoiled the serenity and sanctity of Borobudur.

In response to the growing alarm over the continued threat to Earth's environment and thus to humankind's irreplaceable natural and cultural heritage, the first UN Conference on the Human Environment was convened in Stockholm, Sweden in 1972. At that conference was drafted the *Convention Concerning the Protection of the World Cultural and Natural Heritage*, better known as the World Heritage Convention. The UNESCO General Conference formally adopted the Convention on 16 November, 1972.

Responding to the increasing threats to heritage caused by poverty, neglect, population increase, tourism or unconsidered economic growth and development, the Convention encourages countries to identify, protect, preserve and present cultural and natural heritage for future generations in a spirit of international co-operation.

The Convention is profoundly original in that it links together the conservation of nature and culture, thus challenging the limited perception that nature and culture are in opposition. Nature and culture are complementary and inseparable: the cultural identity of different peoples having been forged in the environment in which they live. Just as the creative works of humankind are often inspired by the beauty of their natural surroundings, some of the most spectacular natural sites bear the imprint of centuries of human activity.

The unique and most representative expressions of the natural and cultural heritage, which are considered to be of **outstanding universal value**, comprise the body of treasures that the Convention seeks to embrace and defend, cherish and protect, by inscribing them on the World Heritage List. Since 1972, 152 countries have joined the Convention and 552 sites have been designated World Heritage.



The World Heritage emblem symbolizes the interdependence of cultural and natural heritage. The central square is a form created by humankind and the circle represents nature, the two being intimately linked. The emblem is round like the world and at the same time it is a symbol of protection.

"The lecture by Mali Voi gave me a great deal of inspiration. He discussed the difference of the Asian concept of 'heritage' from the Western one. He suggested, therefore, that we must introduce plural perspectives when we define the word 'universal', even though the aspiration and effort for the preservation of World Heritage was originated in the Western culture. The word 'universal' is surely tricky. What kind of things on earth can be of 'outstanding' value from every point of view which exists in the world. As the whole world is heading for Westernization, we must try to retain our traditional values as an important heritage for us to articulate (understand) the world.

"Maria showed us pictures of Asian World Heritage Sites to give us examples of the actual preservation process which the Convention encourages us to promote. Her examples sounded all great, both saving the sites and continuing the economic growth, but I wonder if there's any case in which preservation and development contradict completely. I'm sure there are many. What should we do in those kinds of situations?

"I think these points I've introduced are really important when we take action for our 'small, big for us' planet."
Yu Wakae, Japan. Patrimonito's Logbook

young people's world heritage education project

In a rapidly changing world which requires adaptability and flexibility, education also needs to adequately prepare young people for the future challenge. The UNESCO World Heritage Education Project seeks to provide young people with the knowledge, attitudes and skills learned from the past, so that they may understand and meet the challenges of our changing society. Only by installing in tomorrow's decision-makers a deep sense of responsibility towards our common heritage, can we reasonably hope that the planet's cultural and natural diversity will endure into the future.

World Heritage Education also creates new forms of collaboration between students, teachers and members of the community – architects, museum curators, site managers, archaeologists, university professors, parents and media – who are invited to take part in extra-curricular activities or to make presentations in the classrooms.

The project was launched in 1994. For the first two years it was developed with the help of 25 pilot countries which volunteered to conduct experimental class and extra-curricular activities in their schools, including study visits and conservation camps at World Heritage Sites.

The results of these experiments were presented at the first World Heritage Youth Forum in Bergen, Norway (1995), which brought together some 100 students and teachers from all parts of the world. At that Forum, it was clear that both teachers and students found World Heritage Education inspiring and challenging because it crossed the borders of fixed schedules and old-fashioned teaching methods of history or geography. Indeed, the curriculum experiments developed in the pilot schools demonstrated that heritage values can be taught within virtually every academic subject – art, languages, sciences, etc. – so deeply entrenched are they in our psyches and our societies.

> How could one better teach geometry, for example, than by measuring and drawing ancient monuments? How could one better understand the importance of protecting bio-diversity, than by studying the ecosystem of a local stream? How could a student better experience history, than by recreating the past in a theatre play, staged at an historic site?

The first World Heritage Youth Forum also demonstrated the need to develop new, tailor-made teaching materials. As a result of this recommendation, UNESCO has prepared an **Educational Resource Kit for Teachers**, entitled ***World Heritage in Young Hands: To Know, Cherish and Act***, to enable teachers worldwide to introduce this new concept more systematically and effectively in and out of the classroom.

In view of the considerable success of the Bergen Forum, it was also decided that UNESCO would organize a series of Regional World Heritage Youth Fora in order to continue and extend the dialogue begun among young people and decision-makers and to introduce the Project in all countries. The Asia-Pacific World Heritage Youth Forum in Beijing was a key feature of the UNESCO World Heritage Education Project in 1997 and a springboard for it to spread throughout the region.

objectives of the world heritage education project

- to develop new and effective **educational approaches,** methods and materials to introduce and reinforce World Heritage Education.
- to promote awareness of the importance of the UNESCO 1972 **World Heritage Convention** and a better understanding of the interdependence of cultures.
- to encourage **dialogue** among young people from all cultures and between decision-makers and the young people who will be the decision-makers of tomorrow.
- to **involve young people in preservation** activities and to encourage them to acquire traditional skills necessary to restore and maintain World Heritage sites.
- to create new **synergy** among educators, teachers, curriculum developers, heritage experts and environmental specialists from local to global levels.

what is the project achieving?

- **awareness** of heritage, both natural and cultural, in the local and global community, and why its preservation and promotion is important.
- **understanding** of different cultures, their values, traditions and customs to encourage mutual respect.
- **communication** between future decision-makers and today's decision-makers and between young people, conservation specialists and educators.
- **development** of educational methods, activities and material on World Heritage Education with the aim of incorporating it into secondary school curricula.
- **action** to protect cultural and natural sites from increasing threats in a rapidly changing world.

what is the associated schools project?

The Associated Schools Project (ASP), created by UNESCO in 1953, is a network of more than 4,500 schools in 146 countries which work with UNESCO to **adapt school curricula** to address the **most pressing issues** of our time: human rights, peace, environment — and now heritage preservation. The ASP Network is designed to have a **multiplier effect** whereby its innovations are incorporated into the mainstream of education for the benefit of other schools.

INTERcultural learning

"What did you learn the most from the Forum?"
"I learnt that heritage is like our souls, that's what makes us keep on going. And it is our national identity."

Mohomed Intikhab Jalill, Sri Lanka

By becoming aware of the local heritage, which is all around them, students are encouraged to identify their own cultural roots, and to develop an understanding of the similarities and differences they share with their fellow students. This understanding encourages mutual respect, which is one objective of World Heritage Education. The Asia-Pacific World Heritage Youth Forum brought this awareness to a regional level, providing a unique opportunity for intercultural learning through social and cultural activities and visits to sites.

student activity: names as identity carriers

On the first evening of the Forum, a student activity from the World Heritage Educational Resource Kit on names as identity carriers served as an ice-breaker and a way of getting to know each other in the eight working groups. Questions like *What is the meaning of the name? Is it frequently found in the region? Does the name affect the identity?* were discussed. Each group recorded the results in their logbook, which became the journal for their views and work during the Forum. When everybody then regrouped, the strongest expression of cultural identity came from the participants of New Zealand who greeted everybody in the traditional Maori way.

student activity: Culture as a Coral reef

"The second realization I came to was that we were not only supposed to know about our national sites, but also the sites from all around the world. But that too, was finally sorted out when we learned how we are all related in the bottom most layer of the coral reef."
Nilakshi Parndigamage, Sri Lanka, Patrimonito's Logbook

A 'cultural coral reef' was created at the Forum, as the students hooked artefacts symbolizing their culture on to an imaginary coral reef made of cloth. In this way, they saw for themselves how their own identities are rooted in the heritage of the rest of the world. This analogy was developed by Mr Thomas Hyllard Eriksson, Professor of Anthropology at the University of Oslo, Norway.

If we picture the world as a series of cultural islands, or as a sea of coral reefs, we will soon discover that at one layer or another beneath the surface, all cultures are connected. A coral reef is built of many layers of coral animals, although only the top layer may be alive. Like a coral reef, heritage is living and changing, as each generation adds a new layer to the culture, changing it a little from the old. Each and every animal in the coral reef moves freely – or so it seems – but is in fact an integral part of the framework left behind by former generations and cannot detach from it.

Through this exercise, students realized that the world of culture is analogous to a coral reef. It is built by thousands of generations before us – their thoughts, their deeds, their accomplishments. This is part of us – part of what we are. **Our identity and our heritage**.

"The layers of the coral reef could be described as synonymous with the number of waves of migrations in the Pacific – the peopling of the Pacific. This concept should demonstrate to the world that many different races, ethnic groups, languages and cultural groups have migrated to many parts of the world and they call their new place 'home'. In the Pacific and other regions of the world, regardless of when they came, different people must learn to live together. The settlement of the Pacific took place in a number of waves of migration; some arrived as early as 40,000 years ago, others 35,000 years ago. Others came 3,500 years ago, yet others 1,500 years ago and some more 200 years ago. And the latest have been arriving by jets."
Mali Voi, UNESCO

student activity: heritage exhibition

The Beijing Forum turned into a cultural melting pot, as participants shared their heritage and identity with others by displaying artefacts, clothes, paintings and posters. To prepare exhibitions was one of the students' many suggestions on awareness-raising activities about their common heritage.

"Since I have put my first foot-step here, everything I see, hear and smell charm me beyond measure. The exhibition, the welcoming ceremony at the duck restaurant, the tours to the Great Wall, Summer Palace, Peking Man Site – all were in a word – 'splendid!' This has given me a great opportunity to be acquainted with the greater area, activities and culture of the world. It has enlarged my knowledge to a great extent. Through this Forum, I have shared the joy of Independence Day of Papua New Guinea and also the Chinese festival of Harvesting. I shared the joy of the whole world.

"I could taste delicious Chinese food and also the strange method of eating with sticks. This was very interesting. All the friends from various countries are very very friendly, folksy and helpful. I have learnt some strange types of languages of the world which made me very happy.

"There is hardly any time to rest, but the spirit of this Forum and the influence of the friends take away all our tiredness. I am very proud and happy to be a participant of this Forum."
Kazi MSM Roni, Bangladesh, Patrimonito's Logbook

experiences of world heritage sites

Visits to some of China's magnificent heritage sites were highlights of the Beijing Forum. In fact, students and teachers had the opportunity to visit three World Heritage Sites, as well as two sites to be nominated for inclusion in the World Heritage List in the future. Equipped with worksheets to test activities from the World Heritage Educational Resource Kit, students explored the Great Wall, Peking Man Site and the Forbidden City. As a result of these experiences students discussed in their working groups and agreed upon a whole range of recommendations on how to organize visits and how to better prepare sites for visitors.

student activity: Site visit

The Great Wall · a masterpiece of construction

To develop observational skills is a way to make the site visit even more rewarding. Once the students open all their senses to appreciate the site, imagination and creativity will flow and the ability to question will develop. Therefore, a special worksheet was prepared for the visit to the Great Wall. It was then included in the World Heritage Educational Resource Kit. For optimum impact, site visits require careful planning, effective organization and follow-up activities. The following are some of the experiences of the students at the Great Wall and their recommendations on site visits in general.

"What are your expectations for the visit?"
"I wonder how perfect could its architects, labourers, etc. be, that in spite of the high altitude, bad weather and lack of all modern-day building materials, they've successfully made this masterpiece for future generations to cherish and preserve."

Shradha Chowdhury, India

STUDENTS' REACTIONS TO A SITE VISIT:

"Were your expectations fulfilled?"

YES, it is MMMMUUUUCCCCHHHH (much) better than what I'd expected it to be! The strategic location of this huge structure is AMAZING. The beautiful scenery is ABSOLUTELY INCOMPARABLE. I'm still wondering how the labourers managed to build it, because climbing alone was **SOOOOOO (so)** difficult for me."

Shradha Chowdhury, India

"WHY do you think that this site is important?"
"When i clImbed the top of **the Great Wall**, I had the feeling that i climbed the Everest. That meanS I felt that there is **NOTHING IMPOSSIBLE** to human beings. The Great Wall is a sYmbol of the great achievement of human beings."

Aparajita Goswami, Bangladesh

"The gReat Wall was made of blood and flesh. The ancient people carried the heavy stones on their shoulders."

Feng Xiao, China

"The great trip to the Great Wall
We heard, we learnt, we saw, we conquered!
If one were to visit the moon this afternoon and if he happened to glance the Earth he would have seen the Great Wall of China winding through the mountains. But, if he used a super duper magnifying telescope he would have seen the participants of the World Heritage Youth Forum trudging up the Great Wall at Mutianyu."

Patrimonito's Logbook

"When it was announced that when the first human being landed on the moon and looked back to mother earth, the only designed structure that could be seen was the Great Wall of China, it was not the Chinese students and teachers that started the clapping, it was the foreign students and teachers who clapped first in adoration of this heritage. A tremendous feeling of unity spread among all the participants."

Mali Voi, UNESCO

STUDENTS' RECOMMENDATIONS:

•How to prepare, conduct and follow-up a visit to a site

PREPARATION:
- Lecture by an expert – history, background
- Quiz
- Briefing on appropriate behaviour
- Organize small groups with set topics to research
- See to physical needs of tourists

DURING VISIT:
- Choose level of detail of the tour for students
- Knowledgeable tour guides fluent in language of students
- Small groups, one guide per group
- Organize tours so groups don't meet
- Re-enactment of original use
- Small library on site with extra detail

FOLLOW-UP:
- Groups explain/present topics
- As a whole, produce a large display
- Physical – drama, tableau, etc.
- Quiz

site description

The Great Wall was inscribed on the World Heritage List on 11 December 1987 because it:
- is an absolute masterpiece of construction on a vast continental scale, **a perfect example of architecture integrated into the landscape**.
- exhibits an important model of Chinese construction and **organization of space** in military structures, one that played a role in the spread of Chinese influence by necessitating population transfers.
- bears exceptional testimony to the **civilizations** of ancient China.
- is an **outstanding and unique** example of a military architectural ensemble serving a single **strategic purpose** for 2,000 years.
- has incomparable **symbolic significance** in Chinese history, having acted to protect China from outside aggression and preserve its culture from the customs of foreign forces.

The Great Wall is an outstanding cultural property, exceptional in its significance, function, form and sheer size. It is a masterpiece not only because of the ambitious character of the undertaking it represents, but also the perfection of its construction. It is an illustrious example, on a massive scale, of architecture integrated into the landscape. The significant population transfers that resulted from the wall's construction helped accentuate the spread of Chinese culture marked by the imposition of Chinese models of construction and organization of space. The walls bear exceptional testimony to the civilizations of ancient China, both in the rammed-earth sections of the Western Han fortifications preserved in the Gansu Province and in the masonry of the Ming period. Also an outstanding and unique example of a military architectural ensemble that served a single strategic purpose for 2000 years, the construction history of the Great Wall illustrates successive advances in defense techniques and adaptation to changing political contexts. Finally, the Great Wall has overriding symbolic significance in Chinese history, having both protected China from outside aggression and preserved its culture from the customs of foreign 'barbarians'.

[NB] All site descriptions are taken from *China's World Heritage: Treasures from the Middle Kingdom*, UNESCO World Heritage Centre, 1996

We have conquered many Mountains
as human beings, BUT we have Not been
able to understand this simple thing -
understanding the value of
preserving our culture



We Protect it not only for ourselves but also
for the future. We wouldn't and mustn't
let the descendants say: 'there's nothing
left. We have no past'

- Li Ying -



Let's
walk
side
by
side
to
protect
our
heritage
and
the
world
will
smile
on us

- Aristedes Leuterio

The Great Wall
is important because it highlights
the Great determination
strength and ability **of our ancestors**
and also because we get to know about
the history of China

- Nilakshi Parnd[illegible] image -



The night of the Peking Duck restaurant was truly a night I will never forget. When the sing started I was so moved. With the combination of China's Mid-Autumn Festival and being able to share Papua New Guinea's Independence Day. The room was filled with happiness

Andrea Hunt -

student activity: looking at a Museum object

Peking Man Site at Zhoukoudian

• an anthropological landmark

To concentrate on a specific theme or a single object is a way to make a museum visit more focused, especially when a museum contains an overwhelming number of objects. In the Museum of Peking Man Site, students focused on a selected object and used a worksheet to examine the object from various aspects, such as physical features, construction, function, design and value. Training the observation skills gives rise to questions such as who the user and designer were and when the object was made. As a result of this visit, students came up with general recommendations for museums.

STUDENTS' RECOMMENDATIONS:

•How to organize a museum

- Create the atmosphere of the past and make visitors explore the past with all senses – smelling the food of those times; hearing the sounds of ancient tools; languages; how people transported themselves; how they cooked and consumed food.
- Have archaeologists show the process of excavation, through videos and actual excavation (digging holes, etc.).
- Give information on ancient tools and the tools used by the archaeologist.
- Employ youth as guides to demonstrate games and organize plays and dances – portraying the lifestyles through makeup and costumes to signify the time they illustrate (pantomime and sign language).
- Make visitors meet the Emperor and show marriage ceremonies – guides should actually talk like the Emperors, as if they belonged to those times (also visitors).
- Have 'short plays' on the history of the site and let the tourists participate if possible.
- Open the exhibition for everybody so that they can touch the ancient relics (models, etc.) in their natural state.
- Have a logbook to write stories and poems to improve the museum.
- Involve visitors in cleaning the museum after each visit. Those who clean will not pay for the ticket.

site description

Peking Man Site at Zhoukoudian was inscribed on the World Heritage List on 11 December, 1997 because it:
- bears **unique** testimony to a civilization which has disappeared.
- bears witness to the **human communities** of the Asian continent from the Middle Pleistocene Period of the Palaeolithic Age.

In 1926 the discovery 42 kilometres southwest of Beijing of a whole human skull dating to the Middle Pleistocene Period forced a rewrite of the established chronology of the beginnings of humanity. Sinanthropus pekinensis, or Homo erectus pekinensis, lived 700,000 to 200,000 years before modern times and had already mastered fire and used a number of chipped stone tools. Successive excavations uncovered many more bones that were shown to belong to 40 different individuals. In addition, the site yielded 100,000 objects, many traces of human habitations as well as fossilized grains.

Unfortunately, during the Japanese occupation of China, the Peking Man remains found before 1937 were dispersed or lost. Only the mouldings shown in the site museum and some isolated fragments preserved in Sweden remain to this day. Excavations since World War II have come up with a full jaw, in 1957, and several skull parts, in 1966. Scientific work at the site is still under way.

The site is not only an exceptional reminder of the human societies of the Asian continent hundreds of thousands of years ago, but also illustrates the process of evolution. Of course, the process of hominization can only be fully apprehended on a worldwide scale with the help of numerous such examples. Other such sites inscribed on the World Heritage List include the Lower Valleys of the Omo and the Awash in Ethiopia and the Willandra Lakes Region in Australia.

student activity: heritage and art

The Temple of Heaven · a place of worship

Visits to sites can inspire creative work. Just think how different taking a quick snapshot with a throw-away camera is from spending time focusing on a detail, contemplating the beauty of the site or trying to draw an architectural perspective. The highlight of the visit to the Temple of Heaven was the creation of the students' mural. In a couple of hours, a 25-meter long piece of white cloth was transformed into a colourful mural illustrating the tremendous diversity of heritage in Asia and the Pacific. This heritage scroll was then displayed and admired during the General Conference at UNESCO Headquarters in Paris in 1997.

site description

The Temple of Heaven is the largest existing structure for **heaven worship** – one of the most important forms of worship in ancient China. Within the vast space, which includes large areas of ancient forests, are exquisite Ming structures and unique architectural acoustic devices such as the Echo Wall. This site is included in China's tentative list for possible nomination to the World Heritage List.

student activity: Observing visitor Services at heritage sites

Imperial Palace of the Ming and Qing Dynasties

·The Forbidden City

Five hundred million tourists visit just 500 World Heritage Sites every year. Tourism is one of the fastest growing industries in the world and was the focus for the visit to the Forbidden City, where students were encouraged to pay attention to visitor services as one important aspect of heritage site management. As a result, general recommendations on how to prepare a site to receive tourists were formulated.

The concept of carrying capacity

Tourists travel to new places to see something cultural, historically significant or naturally beautiful; to experience new and alternative ways to perceive the beauty and the richness of the world through the eyes of other cultures. In short, they travel to seek, learn and experience the world's heritage.

The cultural heritage of Asia and the Pacific, as well as the rainforests, the mangroves and the coral reefs, may be exotic and seductive attractions for both foreign and domestic visitors, but students need to understand that there are limits to the amount of attention a heritage site can tolerate. To understand the concept of carrying capacity limits is to understand one of the most fundamental lessons of sustainable use of the earth's resources. World Heritage Education emphasizes this point.

"The historic monuments and ancient landscapes of the region's heritage are fragile old structures which have a limited tolerance to stress caused by visitors, their tour buses and their garbage. A heritage site has zero tolerance for thieves who wish to take home with them a piece of the monument as a souvenir."

Richard Engelhardt, UNESCO

A main challenge for heritage conservation, therefore, is to enable people to visit sites without leaving behind harmful effects. Sites which have remained beautiful and well-preserved because of their inaccessibility, are now becoming targets of tour operators. Consequently, each heritage site requires proper tourism management. Through World Heritage Education, students are encouraged to visit cultural and natural sites in a respectful and responsible way, so that tourism becomes a way of learning about other cultures and discovering similarities to and differences from their own culture.

"In visiting every heritage site in the world, we must take nothing but pictures to preserve this heritage."
Aristedes Leuterio, Philippines, Patrimonito's Logbook

STUDENTS' RECOMMENDATIONS:

·How to prepare a site to receive tourists

PREPARATION:

- Have a shuttle bus service to the World Heritage Site and let the parking area be situated at a distance of at least 300 metres.
- Have a specific area for information centre, tourist shops, toilets, etc. outside the compound.
- Before entering the main site, give tourists a briefing about the rules, history and architecture of the site at the information centre.
- Train tour guides about the site and employ guides that speak different languages fluently.
- Prepare information booklets for tourists.
- Have rubbish bins near the shops and give each tourist a rubbish bag to take their rubbish out of the park, so as not to spoil the scenery.
- Create walking tracks in National Parks for people to see the natural sites.
- Develop different paths for children, handicapped, foreigners, etc. to reduce rush.
- Study how many people the site can take without damaging it as some sites are more fragile than others. Then the number of tourists can be monitored by having strict rules on how many tourists can visit the site.
- Take measures to ensure the site is protected e.g. barricades to keep people away from fragile areas.
- Provide camping grounds and picnic areas (BBQs) in natural sites away from fragile areas.
- Have hotels in towns nearby for people to stay.
- Employ workers to keep the site clean.

PARTICIPATION:

- Set up a fund, where people can donate money to protect and restore the site.
- Some tourists feel a need to scratch their name somewhere to mark their visit to the site – let them do it on a special rock and pay for it as a contribution to the fund.
- Tourists could also buy a plant and plant it.

AWARENESS:

- Promote the site through the media and display the rules of the site.

site description

The Forbidden City was inscribed on the World Heritage List on 11 December 1987 because it:
· bears **exceptional** testimony to Chinese civilization of the **Ming and Qing** Dynasties.
· provides an outstanding example of the **greatest architectural** palatial ensembles in China.

The architecture of the Forbidden City – the Imperial Palace and the Middle Empire's supreme seat of power for five centuries – clearly symbolizes the omnipotence of the Son of Heaven. The emperor presided over ceremonies in the Hall of Preserved Harmony, in the centre of a palace enclosed by the Forbidden City's crimson-coloured walls, itself enclosed by the Imperial City which was reserved for princes of the blood, the court and palace personnel. Surrounding the Imperial City were walls separating it from the Inner City, which in turn was adjoined to the south by the commercial Exterior City. The ensemble of the Forbidden City covers an area of 72 hectares, including nearly 50 hectares of landscape gardens and art collections representing thousands of works. The Imperial Palace counts 9,000 rooms in its living quarters. The palace bears exceptional testimony to Chinese civilization at the time of the Ming and Qing dynasties, a veritable repository of landscapes, architecture, furnishings and art. The Forbidden City is an outstanding example of the greatest palatial architectural ensembles in China, illustrating the grandeur of the imperial institution from the Qing Dynasty and of the earlier Ming and Yuan Dynasties.

from beijing to the future

students' WorkShops

"What did you like best about the Forum?"
"The group work of the students, from where great and interesting ideas came about the preservation of heritage.
"Acquaintance with interesting cultural activities and costumes of several countries of the Asia-Pacific region.
"Exchanging views amongst one another on various concepts and making friendships with various nations."

Kazi Mohammad Shamim-Al-Mamun Roni, Bangladesh

After intensive days of testing and developing exercises for the World Heritage Educational Resource Kit while visiting World Heritage sites, the Beijing Forum culminated with student-led workshops during two morning sessions. A plenary session of all the students started lively discussions on environmental concerns and an urge to get involved. Continuing in the eight working groups, the students found solutions for issues at stake in heritage conservation and interpretation – questions that they were well prepared to tackle after a week at the Forum. The working groups had been formed already on the first evening of the Forum, when each group also chose their own group leader.

The following themes were the focus for the group discussions, the results from some of them have been presented earlier in this report:

- How to prepare a site to receive tourists
- Activities to be organized in Asia and the Pacific
- Importance of learning about World Heritage
- Heritage Volunteers
- How to raise awareness about (World) Heritage in your school, village, town
- The environment of a heritage site – facilities
- How to prepare, conduct and follow-up a visit to a site
- How to organize a museum

A flow of innovative ideas and suggestions, transcribed on big white sheets, soon transformed the meeting room into a vibrant forum of exchange as the groups presented their results. The eight group leaders then gathered to consolidate the results from the discussions, while the groups illustrated these with posters and slogans. In the final session, the students presented their long list of proposals on ways to prepare both the site and the tourist for the visit

Students emphasized the need for well-trained guides and the need to get visitors involved in the history of the site by letting them see, feel, hear and smell what actually happened when the site was living. In other words, they felt it was the job of the guide to make the site live again, but that it was important to interpret authentically the site and to distinguish fact from fantasy.

The value of the student exercises and of the discussions is that they build a student's enthusiasm to get involved and to contribute personally to the preservation of the sites through volunteer work, preparation of exhibitions, performing arts or handicrafts, or even to prepare for a career in heritage conservation or management.

"In this way a grass roots global heritage conversation movement can be built up from a student base, school-by-school, much as the environmental conservation movement was first promoted in schools a generation ago."
Richard Engelhardt, UNESCO

students' suggestions for their own action

- Volunteer to work at a local, national or World Heritage Site.
- Organize a meeting on the awareness of World Heritage at school level and then at national level.
- Form a World Heritage Conservation Club within the UNESCO clubs at school.
- Exhibit and explain the importance of Heritage Sites.
- Involve ourselves in organized trips to the local sites.
- Involve UNESCO officials in the club activities so the message and objectives will be clearer.
- Organize video shows, slide shows and debates within the club.
- Make sure the educational authorities will include World Heritage Education into the school curriculum.
- Organize quiz and debating competitions involving World Heritage nationwide.
- Pair up with another country in Asia and the Pacific and exchange ideas and views.
- Organize international art competitions on World Heritage Sites.

"As a result of this Forum, what action will you take in favour of World Heritage?"
"The first thing I will do is that I will approach the Ministry of HRD and request them to include the World Heritage Education Kit as part of the school syllabus. I will also deliver a speech in my school to inform the students what UNESCO is doing for protecting World Heritage"
Parikshit Chopra, India.

closing ceremony

"Au Revoir – It was just 5 days, but it seemed like an eternity when looking back and reflecting on the Forum. We had got so attached to each other without even knowing it and suddenly it was time to say good-bye.

"The closing ceremony was held at the Inter-Continental Hotel in Beijing and our recommendations were presented. After the certificate presentation and dinner, we had a mini song festival. But unlike before, they were all very sad songs. *Nothing's gonna change my love for you, Friends forever, Because you loved me, Farewell friend* and *Kiss good-bye* were some of the songs. After dinner we had a mini photo session and a gloomy group of participants trooped on to the bus.

"It was a beautiful night of realizing the value of friendship. Our souls were torn between home and China but it was inevitable. As one Chinese student said: 'I will remember you forever my friends!' "
Group 7, Patrimonito's Logbook

students' recommendations

from the Asia-Pacific World Heritage Youth Forum Beijing, China, 15-21 September 1997

We, the participants of the first Asia-Pacific World Heritage Youth Forum are here to express our views on the importance of preserving World Heritage.

We can appreciate and see all these sites because our forefathers preserved them for us and in turn, it is our duty to preserve these for our children, so they too can appreciate them and be inspired by them.

The world is moving so fast, and the majority of the people are rushing in to the 21st century forgetting their origins. Whereas it should be the other way around. We should appreciate our roots, our culture, and keeping that as a foundation. We should build our future.

During this week, students from different cultures, religions, languages, traditions, climates and foods came together to respect and to learn the importance of preserving World Heritage. We have pointed out some guidelines to ensure that the heritage is preserved for the future:

Preparing the site

- Train tour guides to be interesting and knowledgeable and speak various languages fluently (especially English).
- Commercial premises to be outside the main site.
- Bi-lingual sign-boards.
- Walking paths for the aged, children, handicapped, etc.
- Set up a fund where people can donate money to protect the site.
- Have green belts around the site and ensure that there are no industries nearby.
- Monitor the number of tourists entering the site so as to prevent damage to fragile areas.
- Involve local people in jobs e.g. sentinels, cleaners, etc.
- Have tourist brochures, posters, etc. and involve print and electronic media.
- More rubbish bins.

Preparing the tourists

- Give a short briefing to tourists about the history, architecture, etc.
- Raise awareness about heritage in our school, village, town, etc.
- Emphasize the rules of the site, such as cleanliness.

During the visit

- Get visitors involved. Let them see, feel, hear and smell what actually happened at that time in history.
- Reconstruct actual events that took place there.
- Allow only small groups of 10-12 tourists with one guide.

After the visit

- Tell others about your visits to the site.
- Volunteer to work at a local, national or World Heritage Site.
- Organize quizzes, debates, art competitions involving World Heritage nationwide.
- Prepare project reports, exhibitions, etc.
- Organize video and slide shows.

Raising money for heritage preservation

- Organize performances using your own talent, organize car-washes or lotteries.
- Make your own handicrafts (handpainted scarves, T-shirts) and sell them.
- Organize fashion shows, food festivals (preferably international) and sports festivals.
- Involve leading companies in our ventures (sponsoring our activities).

Finally, if this enthusiasm is kept up by the youth, we can ensure that the future is in good hands.

teachers' role in world heritage education

"What did you learn the most from the Forum?"
"The significance of World Heritage. A closer understanding of other Asia-Pacific countries, their needs and educational priorities. The means by which classroom teachers can initiate and develop World Heritage Education. The means by which ASP schools can be expanded within my country."

Lyn Boyle, Australia

Teachers play a key role in awakening students' interest in heritage conservation, and World Heritage in particular. Indeed, the success of UNESCO's World Heritage Education efforts depends upon teachers' continuous dedication to heritage education. Some of the teachers participating in Beijing were already involved, guiding their students to discover sites in their own countries, such as the Rice Terraces of the Philippine Cordilleras in the Philippines; Borobudur in Indonesia and archaeological sites in Kazakstan. All of them expressed strong interest in World Heritage Education and looked forward to learning more about it. In separate sessions, teachers shared their views and experiences on heritage teaching and materials. These discussions were then transformed into a Teachers' Plan of Action for World Heritage Education in Asia and the Pacific.

As a result of the Beijing and previous World Heritage Youth Fora, an **Educational Resource Kit for Teachers** entitled ***World Heritage in Young Hands: To Know, Cherish and Act*** has been published. It is based on the educational approaches developed by teachers taking part in the Project since 1994, and the participants of the Beijing Forum had the chance to give final feed-back before its production. Schools around the world are now mass testing the Kit through the UNESCO ASP Network. Teachers are encouraged to develop their own activities and materials and to share them with UNESCO Headquarters for inclusion in the final version of the Kit.

To value heritage – to learn to appreciate it and feel the need for preserving it – is the first step in the heritage conservation process, as neglect and indifference are great threats to heritage throughout the world. The World Heritage Educational Resource Kit follows the same path. Indeed, it encourages students and teachers to discover their local environment, but also the shared common heritage of the world. The challenge is, therefore, to bring the global perspective into the local and to help students see the links between their local, provincial and regional heritage and the heritage of the world as a whole.

World Heritage in Young Hands: To Know, Cherish and Act
An Educational Resource Kit for Teachers

Through an interactive and interdisciplinary approach, the Kit will help teachers and students explore heritage in relation to law, identity, tourism, environment and peace across the curriculum. As a concrete tool, the Kit provides background information and pedagogical guidelines; proposes classroom and extra-curricular activities and offers visual material, such as photographs, posters, World Heritage maps and thematic overhead transparencies for classroom discussions. Published first in English and French, Arabic and Spanish editions will follow as well as possibly other language versions.

Contents of the Kit:

- Educational Approaches to World Heritage
- The World Heritage Convention
- World Heritage and identity
- World Heritage and tourism
- World Heritage and the environment
- World Heritage and a Culture of Peace
- Resource materials

· How to develop World Heritage Education

- Make students first interested in their local heritage and then in national, regional and World Heritage.
- Emphasize creativity and also the intangible heritage, i.e. the role of music, songs, dances and crafts in involving young people in World Heritage Education.
- Include learning about indigenous peoples – their values, beliefs, traditions and customs – in teaching World Heritage.
- Show solidarity and provide assistance, as many teachers are teaching in difficult situations with few resources and a large number of students.
- Translate and, if necessary, modify the manuscript of the Kit, in order to create national versions suitable to the particular educational environment of the respective country.
- Use the UNESCO Clubs and other extra-curricular activities for World Heritage Education, especially if the curriculum is already heavily loaded.

· How to organize national teacher training workshops

PURPOSE:

- To introduce teachers, both in-service and pre-service, to the UNESCO World Heritage Educational Resource Kit and how to use and develop it.

CONTENT OF WORKSHOP:

- Introduction to the concept of heritage and the World Heritage Convention
- Teachers' participation in some of the suggested activities in the Kit
- Demonstration of educational approaches suggested in the Kit, such as role play, use of the Internet, etc.
- Visits to sites and museums
- Projection of videos and slides

PARTICIPANTS AND RESOURCE PERSONS:

- Teachers from different disciplines
- Teacher trainers
- Heritage specialists
- Museum experts
- Curriculum developers

· How to network

As the Asia-Pacific region covers such a vast area, teachers suggested sub-regional networking to encourage joint projects and exchange of experiences and material between schools in neighbouring countries.

teachers' plan of action for world heritage education in asia and the pacific

from the Asia-Pacific World Heritage Youth Forum Beijing, China, 15-21 September 1997

We, teachers from 20 Asia-Pacific countries, make an urgent appeal to all our countries to introduce World Heritage Education in school curricula in order to mobilize children and young people to take an active part in World Heritage conservation and promotion. Although we teachers attending the Beijing World Heritage Youth Forum are convinced of the importance of World Heritage Education, most of the teachers in our countries are still not yet aware of it. Therefore we, in co-operation with our students, intend to take immediate action after this Forum. Upon return to our countries we propose to do the following:

1. At our school we will share our experience gained here in Beijing, with other teachers, students, schools, local communities (including the media) on important outcomes of the Forum.

2. We look forward to receiving the video on the Beijing Youth Forum so that we can present the students' achievements to others in our community and country, especially the national television companies.

3. We will submit an action-oriented report to the National Commission for UNESCO and to educational authorities about the need to give support in favour of World Heritage Education particularly through:

   - The extension and development of the ASP Network in all parts of our countries, facilitated by a National Co-ordinator for World Heritage Education and a National World Heritage Education Task Force, with representatives from the National Commission, Ministry of Education, Ministry of Culture, cultural and natural heritage conservation bodies, universities, ASP schools.

   - The translation into national languages of the UNESCO World Heritage Educational Resource Kit for Teachers. We hope to have at least 11 translations by next year.

   - The organization of national and sub-regional teacher training workshops on World Heritage Education and how to use the Kit, for example under the UNESCO teacher-training programme.

   - The organization of special national student activities, such as camps, contests of songs on World Heritage, and provision of promotional materials such as T-shirts, stickers, caps.

   - The creation of resource centres on World Heritage at the National Commissions for UNESCO so that teachers have easy access to material.

4. In order to co-ordinate the work at the sub-regional level, we, teachers participating at the Beijing Youth Forum, suggest an overall four-year Asia-Pacific World Heritage Plan of Action including:

   - Regional World Heritage Education Newsletter based on reports from national ASP/World Heritage Education Co-ordinators.

   - Annual regional seminars for ASP/World Heritage Education Co-ordinators to take stock of progress gained; discuss problems encountered and propose solutions; plan joint activities and improve communication channels.

   - Networking for diffusion and exchange of World Heritage Education materials and cultural programmes, particularly through the Internet.

We realize that in order to implement such proposals, both human and financial resources will be needed and we suggest that fund raising be made at all levels, involving everyone including the students, at the local, national, regional and international levels.

We are confident that our National Commissions for UNESCO, educational authorities and UNESCO will support us in our proposals to develop World Heritage Education and future activities to promote young people's understanding and appreciation of the significance of World Heritage.

Global and Regional follow-up

The following action has already been taken as a result of the Beijing Forum.

Presentation of the Asia-Pacific World Heritage Scroll

During the 29th session of the UNESCO General Conference in Paris, a display was made of the students' World Heritage Scroll so that the thousands of delegates from UNESCO's Member States could discover the young people's work and messages in favour of World Heritage conservation.

Round Table on 'Youth's Contribution to the Advancement of UNESCO's Ideals'

Two students from the Forum, Luo Hong, China and Nilakshi Parndigamage, Sri Lanka, were invited by UNESCO to take part in this Round Table on 31 October 1997 in Paris.

Intergovernmental Conference on Cultural Policies for Development

A participant from the Beijing Forum was invited to this conference, which was held in Stockholm, Sweden from 30 March to 2 April 1998.

Asia-Pacific Meeting of Youth Organizations in Preparation for the Third Session of the World Youth Forum, Bangkok, Thailand, 27-29 May 1998

The Meeting will review the situation of youth as well as the status of national youth policies in Asia-Pacific; promote youth NGO co-operation and prepare a consolidated regional input for the Third Session of the World Youth Forum, to be held in Portugal in August 1998.

CNN World Report

A CNN World Report featuring the Beijing Forum was produced by UNESCO Office of Public Information and broadcast throughout the last week of January 1998, enabling viewers worldwide to learn about the objectives and some of the unique features of the encounter.

Video on World Heritage Youth Fora

Plans are underway to produce a 7-minute video presenting highlights of the four World Heritage Youth Fora held in Bergen, Norway (June 1995); Dubrovnik, Croatia (May 1996); Victoria Falls, Zimbabwe (September 1996); and Beijing, China (September 1997).

Second African World Heritage Youth Forum

Plans are underway to organize the next Regional Forum on the Island of Gorée, Dakar, Senegal in 1998 in co-operation with the Senegalese National Commission for UNESCO.

Second International World Heritage Youth Forum

UNESCO and the Osaka Junior Chamber of Commerce Inc., Japan are planning to organise an International Youth Forum involving ASP students and teachers from all parts of the world from 22-29 November, 1998, in Kyoto, Japan.

Pacific World Heritage Youth Forum

The UNESCO Apia Office has initiated a project to design heritage education specifically for the Pacific, involving hands-on training for heritage volunteers. In 1999, a Youth Volunteers' World Heritage Forum is planned to be held in Nan Madol, Federated States of Micronesia.

Teacher training workshops and National Action Plans for World Heritage Education

UNESCO will also take steps to encourage and facilitate the implementation of sub-regional teacher training workshops and National Action Plans in co-operation with National Commissions for UNESCO, ASP National Co-ordinators and UNESCO Field Offices throughout the Asia and Pacific region.

how to...

...find out more about World Heritage

- **The World Heritage Review**, in-depth, illustrated articles on cultural and natural World Heritage sites. Available by subscription in English, French and Spanish from:

  UNESCO Publishing Office
  1, rue Miollis
  75732 Paris Cedex 15, France
  fax: (33 1) 45 68 57 41
  e-mail: c.laje@unesco.org

- **The World Heritage Newsletter** (WHNEWS), up-to-date accounts of policies and issues facing World Heritage. Available free of charge in English and French from:

  UNESCO World Heritage Centre
  7, place de Fontenoy
  75352 Paris 07 SP, France
  fax: (33 1) 45 68 55 70
  For the electronic version, please send "subscribe whnews" to majordomo@unesco.org

  Also available free of charge from the UNESCO World Heritage Centre:
  - **The World Heritage Map** (English, French, Spanish)
  - **The World Heritage List** (English, French)
  - **Brief Descriptions of World Heritage Sites** (English, French)
  - **Convention Concerning the Protection of the World Cultural and Natural Heritage** (English, French, Spanish, Russian, Arabic)
  - **Operational Guidelines for the Implementation of the World Heritage Convention** (English, French)

- **The World Heritage**, a book series for young people 8-15 years. Available in English, French and Spanish from the UNESCO Publishing Office (please see address above).

- **The World Wide Web**
  UNESCO WORLD HERITAGE CENTRE, http://www.unesco.org/whc, e-mail: wh-info@unesco.org
  WORLD CONSERVATION UNION (IUCN), http://www.iucn.org
  INTERNATIONAL COUNCIL OF MUSEUMS (ICOM), http://www.icom.org
  INTERNATIONAL COUNCIL OF MONUMENTS AND SITES (ICOMOS), http://www.icomos.org
  INTERNATIONAL CENTRE FOR THE STUDY OF THE PRESERVATION AND THE RESTORATION OF CULTURAL PROPERTY (ICCROM), http://www.iccrom.org
  UNESCO PRINCIPAL REGIONAL OFFICE FOR ASIA AND THE PACIFIC (PROAP), http://www.education.unesco.org/proap/new/welcome.htm

Afghan National Commission for UNESCO
Ministry of Education
P.O. Box 717
Kabul, Afghanistan
Tel: (92 51) 821-751, 825-251 to 54 Ext. 73
Fax: (92 51) 825-341

Australian National Commission for UNESCO
International Organizations Branch
The RG Casey Building
John McEwen Crescent
Barton ACT 0221, Australia
Tel: (61 6) 261-2896
Fax: (61 6) 261-2272

Bangladesh National Commission for UNESCO
1 Asian Highway, Palassy Nilkhet
Dhaka-5, Bangladesh
Tel: (880 2) 863-010, 508-432, 506-143
Fax: (880 2) 863-420

Bhutan National Commission for UNESCO
Ministry of Health and Education,
Thimphu, Bhutan
Tel: (975 2) 22912
Fax: (975 2) 22578, 25022

Cambodian National Commission for UNESCO
c/o UNESCO Office in Cambodia
38 Somdech Sotheatos Boulevard
Phnom Penh, Cambodia
Tel: (855 23) 426-299
Fax: (855 23) 426-163

Chinese National Commission for UNESCO
37 Damucang Hutong
Xidan, Beijing 100816, China
Tel: (86 10) 6609-6649
Fax: (86 10) 6601-7912
E-Mail: natcomcn@public3.bta.net.cn

Cook Islands National Commission for UNESCO
Ministry of Foreign Affairs
P.O. Box 105
Rarotonga, Cook Islands
Tel: (682) 29347
Fax: (682) 21247

National Commission of the Democratic People's Republic of Korea for UNESCO
P.O. Box 44
Pyongyang, DPR Korea
Tel: (850 2) 382-7222
Fax: (850 2) 381-4660

Fiji National Commission for UNESCO
Ministry of Education, Women and Culture
P.O. Box 2083, GB
Suva, Fiji
Tel: (679) 315-411, 314-477
Fax: (679) 315-245, 303-511

Indian National Commission for Co-operation with UNESCO
Ministry of Human Resources Development
Room 203, "C" Wing
Shastri Bhawan
New Delhi 110001, India
Tel: (91 11) 338-4863, 338-4589, 338-4442
Fax: (91 11) 338-1355, 338-4863

Indonesian National Commission for UNESCO
Ministry of Education and Culture, Gedung C., Lt. 17
Jalan Jenderal Sudirman-Senayan
Jakarta 10270, Indonesia
Tel: (62 21) 571-1144 to 46 Ext. 3710, 3718
Fax: (62 21) 573-3127, 573-8181

Iranian National Commission for UNESCO
1188 Shahid Eslamieh Bldg
Enghelab Avenue
P.O. Box 11365-4498
13158 Tehran, Islamic Republic of Iran
Tel: (98 21) 640-8355, 646-2945
Fax: (98 21) 646-8367

Japanese National Commission for UNESCO
Ministry of Education, Science and Culture
3-2-2 Kasumigaseki
Chiyoda-ku, Tokyo 100 Japan
Tel: (81 3) 3581-2174
Fax: (81 3) 3581-9149

Kazakstan National Commission for UNESCO
Ministry of Foreign Affairs
67 Rue Toleby
480091 Almaty, 64 Kazakstan
Tel: (7 3272) 620-076, 620-021
Fax: (7 3272) 507-181, 631-387

Ministry of Education
P.O. Box 263
Bikenibeu, Tarawa, Kiribati

National Commission of the Kyrgyz Republic for UNESCO
205 Abdumomunov Street
Bishkek 720050, Kyrgyzstan
Tel: (7 3312) 226-922, 263-737
Fax: (7 3312) 287-990, 226-922
E-Mail: unesco@int.bishkek.su

Lao National Commission for UNESCO
Ministry of Education and Sports
P.O. Box 67 Vientiane, Lao PDR
Tel: (856 21) 216-004 to 05
Fax: (856 21) 212-108

Malaysian National Commission for UNESCO
Ministry of Education, External Affairs Division
5th Floor, Block F (North)
Damansara Town Centre
50604 Kuala Lumpur, Malaysia
Tel: (60 3) 255-8879, 255-8653
Fax: (60 3) 254-4580

Maldives National Commission for UNESCO
Ministry of Education
Gazy Building
Male 20-05, Maldives
Tel: (960) 323-254, 323-261
Fax: (960) 321-201
E-Mail: educator@dhivehinet.net.mv

Ministry of Foreign Affairs & Trade
P.O. Box 1349
Majuro, 96960 Marshall Islands

Mongolian National Commission for UNESCO
Ministry of External Relations
Ulaanbaatar 210648, Mongolia
Tel: (976 1) 324-810
Fax: (976 1) 322-612, 322-127
E-Mail: mongmer@magicnet.mn

Myanmar National Commission for UNESCO
Ministry of Education
Theinbyu Street
Yangon, Myanmar
Tel: (95 1) 530-919, 286-704,
Fax: (95 1) 285-480

The Secretary of Education
Nauru
Fax: (674) 444-3755

Nepal National Commission for UNESCO
Ministry of Education
Kaiser Mahal, Kantipath
Kathmandu, Nepal
Tel: (977 1) 418-782
Fax: (977 1) 412-460
E-Mail: unesco@nncu.wlink.com.np

New Zealand National Commission for UNESCO
c/o Ministry of Education
P.O. Box 1666
Wellington 1, New Zealand
Tel: (64 4) 499-1004
Fax: (64 4) 499-1090

Niue National Commission for UNESCO
c/o Department of External Affairs
P.O. Box 40
Alofi, Niue
Tel: (683) 4145, 4200
Fax: (683) 4232, 4026, 4151

Pakistan National Commission for UNESCO
Ministry of Education
UNESCO House
Plot 30, Sector H-8
Islamabad, Pakistan
Tel: (92 51) 251-091, 282-403, 282-404
Fax: (92 51) 251-120

Papua New Guinea National Commission for UNESCO
Department of Education P.S.A. Haus
P.O. Box 446
Waigani, Papua New Guinea
Tel: (675) 301-3537, 301-3320
Fax: (675) 301-3548, 325-4648

UNESCO National Commission of the Philippines
Department of Foreign Affairs Building
2330 Roxas Boulevard
Pasay City, Metro Manila, Philippines
Tel: (63 2) 834-4818, 834-4887, 834-4843
Fax: (63 2) 831-8873
E-Mail: unescoph@mozcom2.mozcom.com

Korean National Commission for UNESCO
C.P.O. Box 64
Seoul 100-600, Republic of Korea
Tel: (82 2) 566-6961/2, 567-5191, 568-5115
Fax: (82 2) 568-7454, 539-3390, 555-6917
E-Mail: unesco1@chollian.dacom.co.kr

Russian.Federation Commission for UNESCO
Ministry of Foreign Affairs
9 Vozdvijenka Street
121019 Moscow, Russian Federation
Tel: (7 095) 290-0853, 202-8188
Fax: (7 095) 202-1083

Samoa National Commission for UNESCO
Department of Education
P.O. Box 1896
Apia, Samoa
Tel: (685) 21911 to 15
Fax: (685) 21917

Ministry of Education & Human Resources Development
P.O. Box G28
Honiara, Solomon Islands

Sri Lanka National Commission for UNESCO
Ministry of Education and Cultural Affairs
Isurupaya (3rd floor)
Battaramulla, Sri Lanka
Tel: (94 1) 864-809, 865-141 to 49
Fax: (94 1) 872-158

Tajikistan National Commission for UNESCO
Ministry of Foreign Affairs
Rudaki Street 42
Dushanbe 734051, Tajikistan
Tel: (7 3772) 211-750
Fax: (7 3772) 232-964, 210-259

Thailand National Commission for UNESCO
External Relations Division
Ministry of Education
Rajdamnoen Nok Avenue
Bangkok 10300, Thailand
Tel: (66 2) 281-3777, 628-5648
Fax: (66 2) 281-0953

Tonga National Commission for UNESCO
Ministry of Education
P.O. Box 61
Nuku'alofa, Tonga
Tel: (676) 23511, 23903
Fax: (676) 23866

Turkey National Commission for UNESCO
7 Goreme Sokak Kavaklidere
06680 Ankara, Turkey
Tel: (90 312) 426-5894, 427-1948
Fax: (90 312) 427-2064

Turkmen National Commission for UNESCO
15 Bitarap Turkmenistan
744000 Ashgabat, Turkmenistan
Tel/Fax: (993 3630) 355-367
E-mail: anturk@ast.ucsd.edu

Tuvalu National Commission for UNESCO
Ministry of Health and Human Resources Development
Private Mail Bag
Vaiaku, Funafuti, Tuvalu
Tel: (688) 20405
Fax: (688) 20832

National Commission of the Republic of Uzbekistan for UNESCO
c/o Tashkent University of World Economy and Diplomacy
Building B, Floor 4, Room 4
54 Buyuk Ipak Yuli
700137 Tashkent, Uzbekistan
Tel: (7 3711) 670-542, 670-546, 670-549, 670-561
Fax: (7 3711) 670-538
E-mail: unesco@natcom.org.uz

Vanuatu National Commission for UNESCO
Ministry of Education
c/o Box 42/PMB 028
Port Vila, Vanuatu
Tel: (678) 22309
Fax: (678) 24569

Vietnam National Commission for UNESCO
8 Khuc Hao Street
Hanoi, Viet Nam
Tel: (844) 823-0697 to 0701
Fax: (844) 823-0702

LIST OF PARTICIPANTS

AUSTRALIA
Ms Lyn Boyle (teacher)
Ms Andrea Hunt & Mr Julien Bagiere
Newcomb Secondary College
Bellarine Highway
Newcomb, Victoria 3219
Fax: (61 3) 5248-3523
E-mail: principal.newcombsc@pipeline.com.au
boyle@gsat.edu.au

BANGLADESH
Ms Afroze Jahan (teacher)
Bangladesh National Commission for UNESCO
1 Asian Highway
Palassy, Nilkhet
Dhaka-5
Fax: (880 2) 863-420

Ms Aparajita Goswami
Viqarunnisa Noon School
1/A New Baily Road
Dhaka

Mr Kazi Mohammad Shamim-Al-Mamun Roni
Ideal School and College
Motijheel
Dhaka-1000

CAMBODIA
Mr Im Prohas (teacher)
Ms Sok Monida
Beng Trabek High School
Bd Prah Monivong
Chamcar Mon District
Phnom Penh

Mr Mam Sothorn
Bak Touk High School
Road 69
Sangkat Vealvong
Khan 7 Makara
Phnom Penh

CHINA
Mr Zhang Keyun (teacher)
Ms Zheng Ruiwen & Mr Lu Xun
1st Middle School of Hefei
Yonghong Road, Chang Jiang
Middle Road, Hefei 230061

Mr Xu Hua Fa (teacher)
Ms Li Ying
Nanjing Foreign Language School
30 East Beijing Road
Nanjing
Fax: (86 25) 361 1457

Ms Han Yingzhou (teacher)
Ms Luo Hong & Ms Feng Xiao
Changchun Foreign Language School

Ms Ding Xiling
Suzhou No 10 Secondary School

Mr Han Fengchen (teacher)
Ms Wang Juan & Mr Bai Jin
Lanzhou No 33 Secondary School

Ms Chen Yan (teacher)
Ms Li Jing & Ms Tan Xuan
Mr Lu Jizheng & Mr Zhang Lei
Beijing No 2 Secondary School

Ms Wu Yuquan (teacher)
Ms Yuan Yue & Ms Jiang Xiaoyu
Ms Gao Jing & Mr Zhou Yao
Beijing No 12 Secondary School
Feng Tai District
Beijing 100071

Ms Ye Huiru (teacher)
Beijing Children's Palace

Mr Feng Yan
Beijing No 5 Secondary School
Beijing 100 007

Mr Zhang Xi
Beijing No 201 Secondary School

Ms Qu Xiaoyu
Beijing No 166 Secondary School

Ms Lin Shan
Beijing Lixin Secondary School

INDIA
Mr D.R. Saini (teacher)
Ms Shradha Chowdhury & Mr Pankshit Chopra
Delhi Public School
Sector XII, R.K. Puram
New Delhi 110 022
Fax: (91 11) 618 4023
E-mail: saini@dpsrkp.ernet.in or chona@dpsrkp.ernet.in

INDONESIA
Ms Nina Mulyana (teacher)
SMPN 81
JL Monumeh
Pancasila Sakti
Luban Buaya
Jakarta Timuur

Ms Rika Roosmanti
SMPN 68
JL Cipete 3 No 4
Cilandak, Jakarta Selatan

Mr Benno Estrada Lubis
SMK Yadika 3
JLN Raya Tegal
Kecatnatan Katiaetes
Jakarta Barat

JAPAN
Mr Arata Ono (teacher)
Mr Yu Wakae & Mr Yusuke Takezawa
The University of Tsukuma
4-7-1 Ikejiricho-Yonchome
Setagaya-ky, 154 Tokyo
Fax: (81 3) 3411-8977
E-mail: vebo5520@niftyserve.or.jp
yu@tokyo.email.ne.jp

Ms Naoko Yokote (observer)
Programme Officer
World Heritage and Publication Group
National Federation of UNESCO Associations in Japan
Asahi Seimei Ebisu Bldg
12f, 1-3-1 Ebisu
Shibuya-ku, Tokyo 150
Fax: (81 3) 5424-1126
E-mail: kyl02554@niftyserve.or.jp

KAZAKSTAN
Ms Gulmira Issimbayeva (ASP-Coordinator)
Aimanova 191
Almaty

Ms Rahima Kuanyshbaeva (teacher)
Best School
12 A, Mynbayeva Street
480010 Almaty

Mr Olzhas Svanbaev
Kalanbay Batry School No 8

LAO PDR
Mr Souphanh Simongkhoun (ASP coordinator)
Section for Secondary Schools
Ministry of Education
BP 67
Vientiane

Ms Khonesouda Banouvong
High School Chanthaboury
Bane Dongmieng
Vientiane

Mr Vannakone Phannoiath
High School Phantia
Vientiane

MALAYSIA
Ms Zabedah Hj. Jamarun (teacher)
Ms Uma Nanthini &
Mr Syed Farradino Syed Omar
King George V National Secondary School
S.M. King George V J1
N Zaaba, 70100 Seremban
Negeri Sembilan
Fax: (60 6) 764 1214

NEPAL
Mr Tanka Prashad Paudyal (teacher)
Ms Amrita Bhattarai & Mr Dijan Bhattarai
Berendra Secondary School
Chandragade Jhapa

NEW ZEALAND
Mr Robin Slow (teacher)
Mr Samson Tikitu De Jager
Golden Bay High School
12 Waitapu Road
Takaka, Nelson
Fax: (64 3) 525 9067

Ms Katie Bradley
Motueka High School

PAKISTAN
Ms Shahida Sohail (teacher)
Ms Ayela Ansari
Islamabad Model College for Girls
F-7/4 Street 54
Islamabad

Mr Awais-ur Rehman
FG Model School for Boys
Sector G-9/4
Islamabad

PAPUA NEW GUINEA
Mr Benjamin Mul (teacher)
Waigani Pre-school
PO Box 6467
Boroko NCD

Ms Heida Ilagi
Coronation Primary School
PO Box 1281
Boroko NCD

Mr Clive Tumul
Mount Diamond High School
PO Box 1753
Boroko NCD

PHILIPPINES
Mr Rene Colocar (teacher)
Ms Kamille Gail Tabalan & Mr Aristedes Leuterio
Divine Word College of Calapan
Calapan
Oriental Mindoro 5200

REPUBLIC OF KOREA
Mr Jo Jong-gi (teacher)
Ms Jo Yoon-ah & Mr Jeon Jae-han
Kyungpook National University's
attached High School
60 Daebong-dong
Jung-gu, Taegu South
Fax: (82 53) 425 7275
E-mail: bugo@taeback.karnet.nm.kr

SRI LANKA
Ms PV Vasantha Manel (teacher)
Ms Nilakshi Gamwasam Parndigamage
Visakha Vidyalaya
Vajira Road
Colombo 5

Mr Mohomed Intikhab Jalill
Prince of Wales College
Moratuwa

THAILAND
Ms Angun Jantrakachorn (teacher)
Benjamarachalai School
126 Siripong Road
Pranakorn
Bangkok 10200
Fax: (66 2) 221 7992, 222 7881

Ms Chorbuaw Kirdmongkon
Nareenukul High School
Jangsarit Road
Ampher Muang
34000 Ubon Ratchathani

Mr Apiwat Poonyarit
Suankularb School
88 Tripeth Road
Bangkok 10200

UZBEKISTAN
Ms Ramo Tolipova (teacher)
Ms Barno Saidkasimova & Mr Jakhoongir Umarov
National Gymnasium of Social Sciences
54 Buyuk Ipak Yuli
Tashkent 700137
Fax: (7 3712) 670-338
E-mail: unesco@natcom.org.uz

VIETNAM
Mr Duc Thiep Bui (teacher)
National Institute for Educational Science
101 Tran Hung Dao Street
Hanoi
Fax: (84 4) 822 1521

Ms Lai Thi Ly La
Thinh Quang School
Thinh Quang-Dong Da
Hanoi

Ms Duong Anh Xuan
Tay Son School
58 Tran Nahn Tong Street
Hai Ba Trung
Hanoi

ORGANIZERS AND RESOURCE PERSONS

Mr Du Yue, Director, Division of Education
Mr Jing Feng
Mr Zhang Tao
Chinese National Commission for UNESCO
37 Damucang Hutong
Beijing 100816, China
Fax: (86 10) 6601-7912
E-mail: natcomcn@public3.bta.net.cn

Chinese National Federation of UNESCO Clubs and Associations
109 West Street, Qianmen
Beijing 100031, China
Fax: (86 10) 6607-4125

Ms Ingunn Kvisterøy, Deputy Secretary-General
Norwegian National Commission for UNESCO
PO Box 1507, Vika
01178 Oslo, Norway
Fax: (47) 22 83 16 89
E-mail: Ingunn.KvisterOY@unesco.no

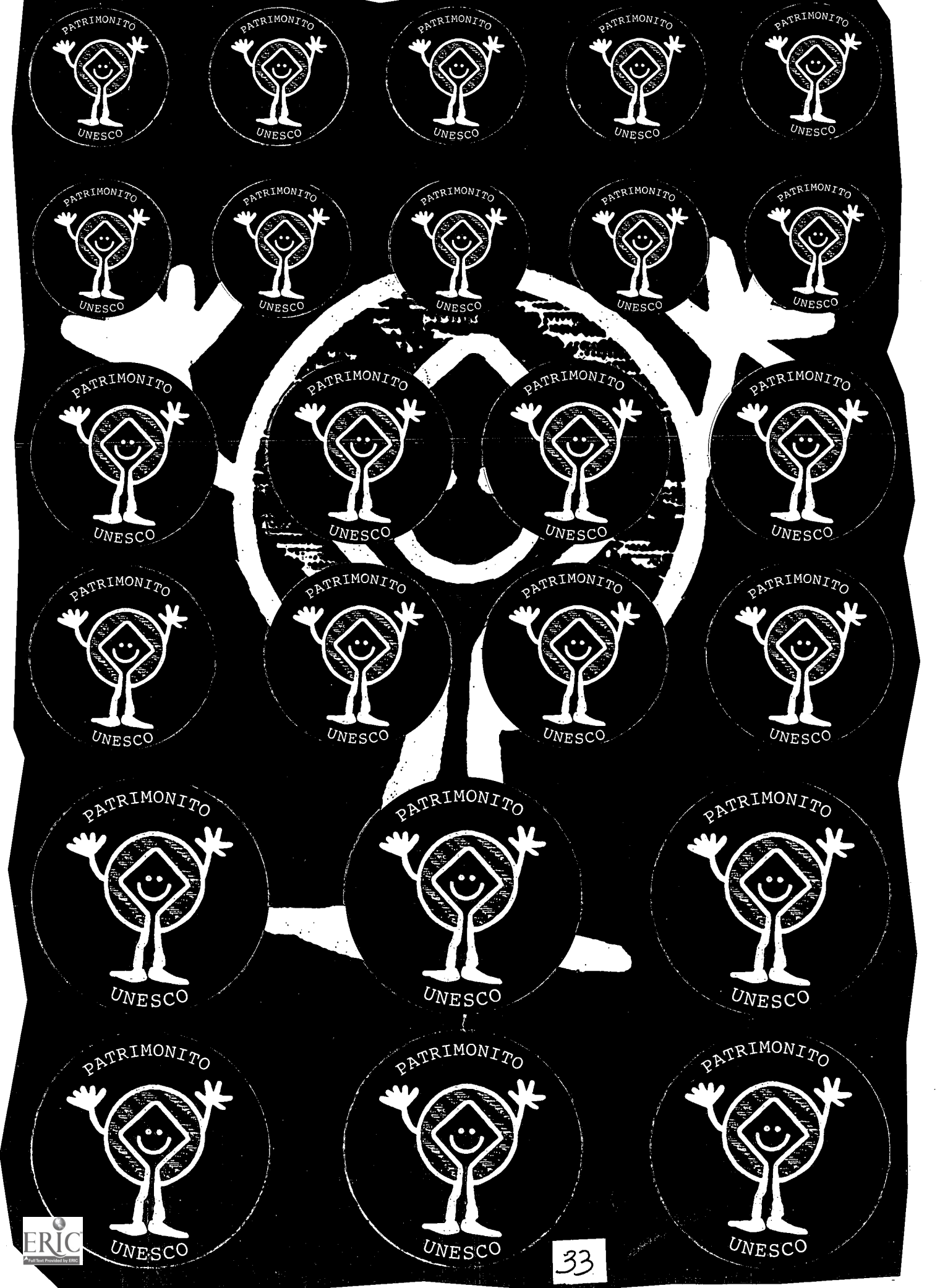
Ms Elizabeth Khawajkie, co-ordinator
Mr Taro Komatsu, Associate Expert
UNESCO Associated Schools Project (ASP)
7 Place de Fontenoy
75352 Paris 07 SP, France
Fax: (33 1) 45 68 56 22
E-mail: aspnet@unesco.org
http//www.education.unesco.org/educprog/asp

Mr Richard Engelhardt, Regional Advisor for Culture in Asia and the Pacific
Ms Maria Perers, Associate Expert
UNESCO Principal Regional Office for Asia and the Pacific, Bangkok
Fax: (66 2) 391-0866
E-mail: culture@mozart.inet.co.th

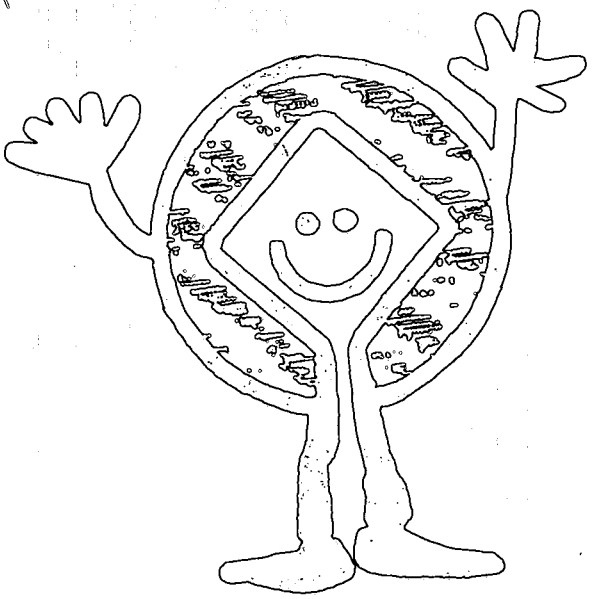
Ms Valai na Pombejr,
Asia-Pacific Network for International Education and Values Education (APNIEVE)
c/o UNESCO PROAP Bangkok

Edmond Moukala, Programme Specialist for Culture in China, Mongolia and DPR Korea
UNESCO Beijing
Jianguomenwai 5-15-3
Waijiaogongyu
Beijing 100600, China
Fax: (86 10) 6532-4854
E-mail: uhbej@unesco.org

Mr Mali Voi, Sub-regional Advisor for Culture in the Pacific
UNESCO Apia
PO Box 5766
Matautu UTA PO, Apia, Samoa
Fax: (685) 222 53
E-mail: uhapi@unesco.org


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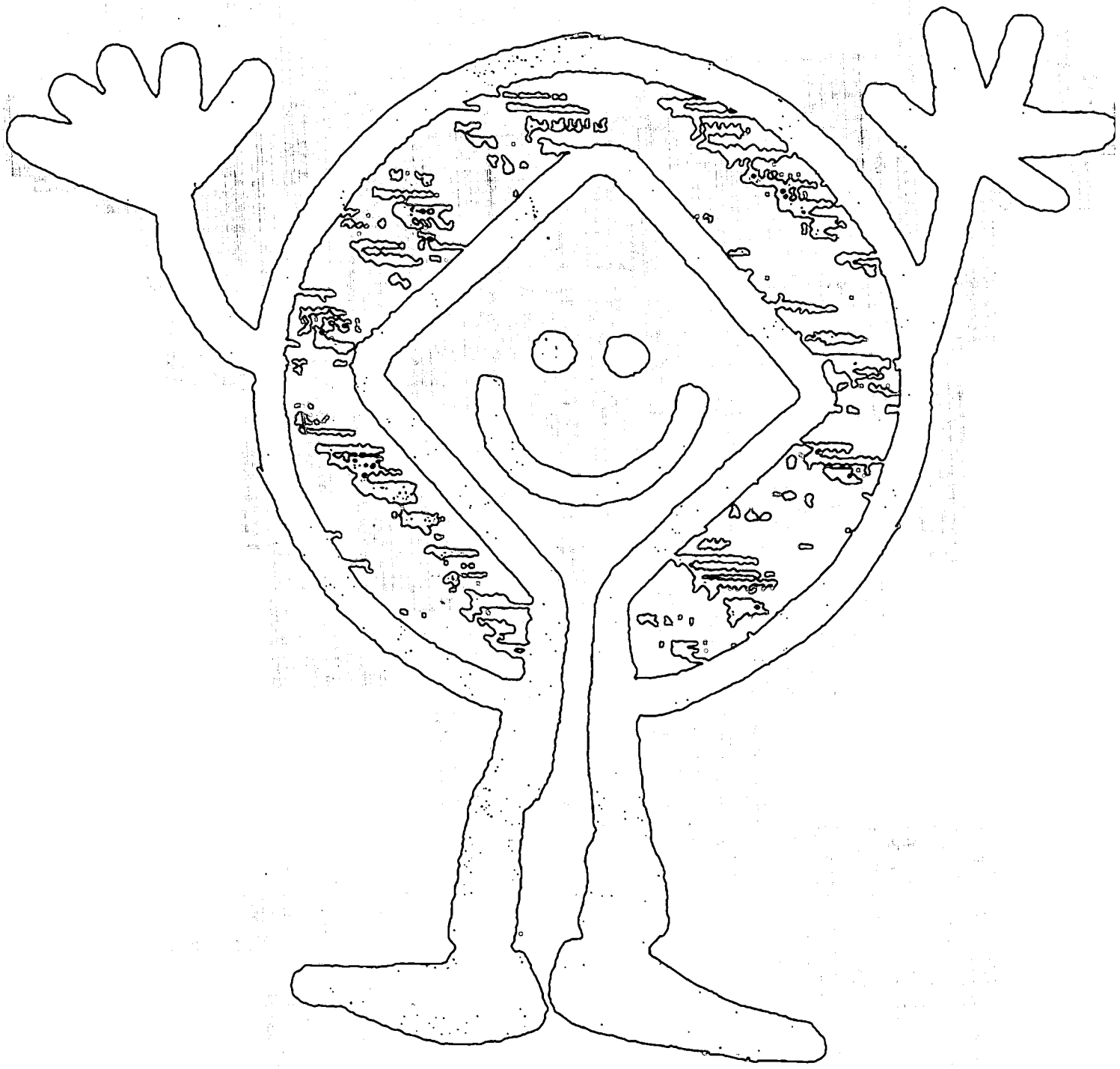
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Please contact the Office of the UNESCO Regional Advisor for Culture in Asia and the Pacific:

UNESCO Principal Regional Office for Asia and the Pacific
PO Box 967 Prakanong
Bangkok 10110, Thailand
tel: (66 2) 391 0577, 391 0879 ext 146
fax: (66 2) 391 0866
e-mail: uhbgk@unesco.org or culture@mozart.inet.co.th



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Office of Educational Research and Improvement (OERI)
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